

Complete College Georgia Campus Completion Plans 2014 Update Survey

Atlanta Metropolitan State College

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Group: Goals Overview

[Goal 1: Increase in the number of undergraduate degrees awarded by USG institutions. [Overarching goal-Mandatory]]	Yes
[Goal 2: Increase the number of degrees that are earned "ontime" (associate degrees in 2 years, bachelor's degrees in 4 years).]	No
[Goal 3: Decrease excess credits earned on the path to getting a degree.]	Yes
[Goal 4: Provide intrusive advising to keep students on track to graduate.]	Yes
[Goal 5: Award degrees to students who may have already met requirements for associate degrees via courses taken at one or more institutions.]	No
[Goal 6: Shorten time to degree completion through programs that allow students to earn college credit while still in high school and by awarding credit for prior learning that is verified by appropriate assessment.]	Yes
[Goal 7: Increase the likelihood of degree completion by transforming the way that remediation is accomplished.]	Yes
[Goal 8: Restructure instructional delivery to support educational excellence and student success.]	No
[Other Institutional Goal(s)]	No

Group: Goal 1: Increase the number of undergraduate degrees

[Part-time students]	No
[Adult learners (undergraduate students 25 years of age or older)]	Yes
[Military and former military students]	Yes
[First generation college students]	No
[Racial/ethnic minorities]	Yes
[Low income students (Pell eligibles)]	Yes
[Students with disabilities]	No
Strategy 1.2: Increase degree completion in STEM fields.	Yes, this is one of our current strategies
Strategy 1.2: Increase degree completion in STEM fields. - comment	STEM Scholarships, NASA Grant Program, MESA, LSAMP

Group: Goal 2: Increase the number of degrees that are earned "on-time."

Strategies related to goal 2:

[Strategy 2.1: Change institutional culture to emphasize taking full-time course loads (15 or more credits per semester) to earn degrees "on time."]	N/A
[Strategy 2.2: Create financial incentives (through tuition plans) to encourage students to take full course loads and finish on time.]	N/A

Group: Goal 3: Decrease excess credits earned on the path to getting a degree.

Strategies and process metrics related to goal 3:

[Strategy 3.1: Provide "program maps" that plot the path to a degree and reduce choice through "choice architecture."]	Yes
[Strategy 3.2: Provide "metamajor" maps for students who have not decided on majors.]	No
[Strategy 3.3: Create default schedules for students in majors or metamajors; students cannot register for other courses without permission.]	No
[Strategy 3.4: Offer block schedules for students in metamajors or majors for the first semester or first year.]	No

[Strategy 3.5: Require students to select majors or programs of study by the end of the first semester (two-year institutions) or first year (four-year institutions).]	No
[Strategy 3.6: Provide students with exposure to majors and careers within the first semester or year of study to facilitate selection of appropriate programs of study or majors]	Yes
[Strategy 3.7: Establish regional partnerships to provide degree pathways that match workforce needs.]	Yes
[Metric 3.1: Have program maps been established for programs of study (must include appropriate mathematics pathways)?]	Yes
[Metric 3.2: Have meta-majors been defined for the institution?]	No
[Metric 3.3: Have meta-major maps been created for the first semester (associate degree institutions) or first year (bachelor's degree institutions) for all meta-majors (must include appropriate mathematics pathways)?]	No
[Metric 3.6: Does the institution have default schedules such that students must receive permission to deviate from the default schedule?]	No
[Metric 3.7: Does the institution offer block scheduling in at least the first semester?]	No
[Metric 3.8: Does the institution require students to select a major by the end of the first semester (associate degree programs) or first year (bachelor's degree programs)?]	No
[Metric 3.9: Does institution have an operational mechanism to encourage career/major exploration in the first semester or first year?]	Yes
Please list and describe up to three important academic partnerships between your institution and other institutions and/or businesses in your region.	1. Project GRAD Atlanta (non-profit organization) - the AMSC/Project GRAD partnership provides critical academic, behavioral, social services, and college access interventions for traditionally-underserved populations of students from economically-disadvantaged communities attending the Atlanta Public Schools. 2. Metro Atlanta Chamber - this partnership provides internship and experiential learning opportunities for AMSC students, with the overall goal of providing pathways and networking opportunities for college graduates to the workforce. 3. Grady Hospital - the Atlanta Metro/Grady Hospital partnership is a 1 + 2 Radiological Technology (Rad Tech) program. Students complete 1 year of general education courses at AMSC and 2 years of clinical labs at Grady Hospital. Students complete the program with the A. A. Degree and a

	certification in Rad Tech.
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Group: Goal 4: Provide intrusive advising to keep students on track to graduate.

Strategies and process metrics related to goal 4:

[Strategy 4.1: Establish milestones as part of program maps to facilitate defining when students are “off track.”]	No
[Strategy 4.2: Use predictive analytics (EAB, D2L, or Ellucian) to help identify students who are off track and to help students understand their likelihood of success in particular programs.]	Yes
[Strategy 4.3: Use Degree Works to track student progress.]	Yes
[Strategy 4.4: Establish criteria for identifying students who may need special interventions in the semester (e.g., lack of attendance, poor performance on early assignments).]	Yes
[Strategy 4.5: Ensure that students who meet offtrack criteria receive timely and targeted advising intervention.:]	Yes
[Other]	Learning Communities
[Metric 4.1: Are milestones included in programs maps?]	No
[Metric 4.2: Does the institution use predictive analytics to help students understand their likelihood of success in particular courses or programs of study?]	Yes
[Metric 4.3: Does the institution have clear criteria for identifying students who are “off track” in their programs?]	Yes
[Metric 4.4: Does the institution have clear criteria for identifying students who are off-track in courses during the semester?]	Yes
OPTIONAL: Please list up to five types of interventions your institution has in place for students in need of additional support as indicated by predictive analytics.	
[Intervention 1:]	Early Alert Program
[Intervention 2:]	Intrusive Advising
[Intervention 3:]	Pre/Post Matriculation Review Classes in English, Reading, and Mathematics
[Intervention 4:]	SeedCo - Provides economic assistance to low-income, underserved

	students
Metric 4.3.1: You indicated that you have clear criteria for identifying students who are off-track in a program. What criteria are used to determine this?	Student's progress toward completion in a program is identified through earned credit hours at the 15, 30, 60, and 90 credit hour milestones for program course requirements. These milestones are mapped to a 3-year period to determine if students are off-track.
Metric 4.4.1: You indicated that you have clear criteria for identifying students who are off-track in courses during the semester. What criteria are used to determine this?	The AMSC Early Alert System identifies students who are off-track at the course level. Criteria for faculty reporting students to Early Alert include academic progress, attendance, non-academic interferences/barriers. Students in the Early Alert system receive individualized intervention strategies.

Group: Goal 5: Award degrees to students who may have already met requirements for associate degrees via courses taken at one or more institutions.

Strategies and process metrics related to goal 5:

[Strategy 5.1: Add information at matriculation about automatic degree award for all institutions, with opt-out option (so that degrees may be awarded when earned).]	N/A
[Strategy 5.2 : Eliminate requirements to apply for associate degrees. (Could still be required to apply to participate in graduation ceremony.)]	N/A
[Strategy 5.3: Eliminate graduation application fees for associate degrees. (Could wrap into another fee OR charge only for students who wish to participate in graduation ceremony.)]	N/A
[Strategy 5.4: Automatically conduct degree audits of all students with 60 or more credit hours at associate degree institutions to see whether they have met requirements for degrees. If so, an associate degree would be awarded unless students have opted out or did not have the opportunity to sign off on the initial permission for automatic award of degree.]	N/A
[Strategy 5.5: Add information about “reverse transfer” opportunities when students matriculate at transfer institutions. Students must “opt-in” to have their information sent back to associate degree institutions and to have degree awarded, if eligible.]	N/A
[Strategy 5.6: Publicize the idea of degree completion via “reverse transfer” within the institution and locally.]	N/A

Group: Goal 6: Shorten time to degree completion through programs that allow students to earn college credit while still in high school and by awarding credit for prior learning that is verified by appropriate assessment.

Strategies and process metrics related to goal 6:

[Strategy 6.1: Participate in dual enrollment or joint enrollment programs for high school students.]	Yes
[Strategy 6.2: Sponsor an Early College.]	Yes
[Strategy 6.3: Award credit based on Advanced Placement or International Baccalaureate scores/exams.]	Yes

[Strategy 6.4: Award credit based on assessment of prior learning via CLEP or DSST scores.]	Yes
[Strategy 6.5: Award credit based on ACE credit recommendations.]	Yes
[Strategy 6.6: Award credit based on portfolio review.]	Yes
[Metric 6.1: Does the institution award credit to high school students via dual enrollment or joint enrollment?]	Yes
[Metric 6.2: Does the institution sponsor an Early Learning Academy or Early College?]	Yes
[Metric 6.3: Does the institution award credit for Advanced Placement scores/exams?]	Yes
[Metric 6.4: Does the institution award credit for International Baccalaureate scores/exams?]	No
[Metric 6.5: Does the institution award credit based on CLEP scores?]	Yes
[Metric 6.6: Does the institution award credit based on DSST scores?]	Yes
[Metric 6.7: Does the institution follow ACE recommendations for awarding credit (including those based on CLEP or DSST scores)?]	Yes
[Metric 6.8: Does the institution award credit based on portfolio review?]	Yes
URL(s) for institutional web pages that explain the basis for awarding credit for Advanced Placement, International Baccalaureate, CLEP, and/or DSST scores/exams.	www.atlm.edu/adultlearner

Group: Goal 7: Increase the likelihood of degree completion by transforming the way that remediation is accomplished.

Strategies and process metrics related to goal 7:

[Strategy 7.1: Enroll most students in need of remediation in gateway collegiate courses in English and mathematics, with corequisite Learning Support.]	Yes
[Strategy 7.2: Combine remediation in English and reading.]	Yes
[Strategy 7.3: Ensure that all remediation is targeted toward supporting students in the skills they need to pass the collegiate course.]	Yes
[Strategy 7.4: End the practice of requiring students to withdraw from all collegiate courses when they withdraw from Learning Support courses.]	Yes
[Strategy 7.5: Students have unlimited “attempts” to complete corequisite remediation.]	No
[Metric 7.1: Number of students requiring remediation in Fall 2013 in English (or combined English/reading).	60
[Metric 7.1: Number of students requiring remediation in Fall 2013 in reading, and mathematics.	47
[Metric 7.1: Number of students requiring remediation in Fall 2013 in mathematics.	614
[Metric 7.2: Number of students receiving corequisite remediation in Fall 2013 in English (or combined English/reading).	0
[Metric 7.2: Number of students receiving corequisite remediation in Fall 2013 in reading.	0
[Metric 7.2: Number of students receiving corequisite remediation in Fall 2013 in mathematics.	6

Group: Goal 8: Restructure instructional delivery to support educational excellence and student success.

Strategies related to goal 8:

[Strategy 8.1: Expand completely online opportunities.]	N/A
[Strategy 8.2: Implement alternative delivery models, such as hybrid instruction, flipped classrooms, and emporium-model instruction.]	N/A